


5.00 credits	22.5 h + 15.0 h	Q2
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Teacher(s)	De Croix Severine ;
Language :	French
Place of the course	Louvain-la-Neuve
Prerequisites	LFRA2001 "French Didactics - Part 1"
Main themes	The course "French Didactics – Part 2" addresses, based on research in French didactics and educational sciences, the principles, frameworks, and tools for teaching French in upper secondary education. The course focuses on addressing learning difficulties and managing heterogeneity, as well as the adoption of long didactic sequences. In this perspective, it explores various aspects of planning, differentiation, and assessment of French learning. The didactic exercises (volume 2) allow students to internalize the competencies and learning outcomes in smaller groups, particularly focusing on the language teaching actions of the teacher.
Learning outcomes	<p>At the end of this learning unit, the student is able to :</p> <ol style="list-style-type: none"> 1. Extract insights from students' learning, both from their productions and from classroom situations, identify and understand learning difficulties, and design appropriate, particularly differentiated activities. 2. Design didactic frameworks that align objectives, methods, and assessments. 3. Reflect on their teaching practices using empirical data. <p>This teaching unit contributes to the development and mastery of the competencies and learning outcomes of the following programs of the School of Languages and Literature (refer to the AA ELAL Table):</p> <p>(2.6) Be able to mobilize and apply disciplinary knowledge in linguistics to authentic language data.</p> <p>(2.7) Be able to mobilize and apply disciplinary knowledge in literary studies to texts from different genres and periods.</p> <p>(3.6) Be capable of presenting complex disciplinary content orally in a clear, coherent, and reasoned manner.</p> <p>(5.3) Demonstrate reflective thinking about one's knowledge, methods, and productions.</p> <p>Regarding the learning outcomes (AA) of the program, this teaching unit contributes to the development and mastery of the following competencies and learning outcomes:</p> <p>AA.1. Competencies of the institutional, social, and cultural actor</p> <p>(AA1.3.2) Make the school a place where students learn, develop, and grow in a positive climate, rather than a place of selection.</p> <p>AA.3. Competencies of the organizer and facilitator of learning in an evolving dynamic</p> <p>(AA.3.1) Master disciplinary content, its epistemological foundations, its scientific and technological evolution, its didactics, and the methodology of teaching it.</p> <p>(AA.3.2) Master knowledge related to learning processes, research on different teaching models and theories.</p> <p>(AA.3.4) Take into account and develop the linguistic dimensions of learning and teaching, being attentive to the language of schooling or learning and aware of the socially and culturally unequal familiarity with it.</p> <p>AA.4. Competencies of the reflective practitioner</p> <p>(AA.4.3) Gradually build one's professional identity, particularly by using professional development tools such as the portfolio.</p>

<p>Evaluation methods</p>	<p>The assessment of the unit takes place during the June and September sessions, according to the same procedures.</p> <p>1° Oral examination and written assignment (70%): oral presentation of a summary paper linking knowledge of the course and personal reading to a question chosen by the student. The student carries out personal research on an issue specific to the teaching of French at secondary school level. The work has three components: (1) issue and contextualisation (relevance of the issue, link with personal background, professional challenges ahead, etc.); (2) state of the art or theoretical framework presenting at least two scientific articles in didactics or educational sciences based on empirical data; (3) critical discussion of the contributions and limitations for professional practice and a summary focused on future teaching practices. This personal research is supported progressively throughout the course, followed by an oral presentation in a small group (oral exam) to encourage discussion and reflection, and a written assignment submitted during the exam.</p> <p>2° Research journal (30%): the assessment of the unit is also based on the student's ongoing work through a research journal. This involves gradually recording the activities and learning achieved both in the course and in the seminar and presenting, during the examination session, two completed pieces of work (an annual plan produced in a sub-group, with justifications, and a piece of work chosen by the student). This research journal is designed to support students' gradual mastery of the course.</p> <p>In written work, generative artificial intelligence (AI) must be used responsibly and in accordance with academic and scientific integrity practices, which means that all sources must be cited in accordance with bibliographic referencing standards and that any use of AI must be explicitly indicated (this involves indicating all parts that have been subject to the use of AI and specifying, for example in a footnote, whether AI was used to search for information, to write the text or to correct it).</p>
<p>Teaching methods</p>	<p>1. Course sessions. During each session, a course topic is explored through the reading of one or more reference texts, a background presentation, analysis or design activities, followed by interactive group discussion. Several sessions are dedicated to providing ongoing support for personal research work, on the basis of which learning outcomes are assessed.</p> <p>2. Seminar sessions: work in groups of 15 students supervised by teaching assistants from secondary education. Students are required to carry out various tasks involving lesson planning or practice analysis and to discuss them with the group. Several sessions are dedicated to providing progressive support for personal research work, on the basis of which learning outcomes are assessed.</p>
<p>Content</p>	<p>Through readings, presentations and activities involving analysis or the design of teaching methods, the course 'French Teaching Methods, Part 2' (22.5 hours) covers eight topics.</p> <ol style="list-style-type: none"> 1. Learning difficulties and teaching practices 2. Tools for positive management of diversity (cultural, linguistic, social, etc.): co-teaching, differentiated instruction, formative assessment – particularly diagnostic assessment, etc. 3. French as the language of schooling: challenges faced by students and adapted teaching practices 4. Professional teaching techniques (in particular, presentation, reformulation and institutionalisation) 5. Planning for learning French (establishing progression, planning long sequences and systems) 6. Assessment for learning French 7. 'Relationship to', representations, conceptions, etc.: levers for learning? 8. Metacognition in French classes: why and how? <p>The personal research work expected of students as part of their assessment is supported progressively throughout the course and seminar (presentation of the anticipated issue and discussion with the group on this subject; presentation of the theoretical and conceptual framework, etc.).</p> <p>The seminar 'Teaching French, Part 2' (15 hours, volume 2) is taught in small groups. In addition to providing ongoing support for students' individual work, it helps them to assimilate the course content through practical tasks (integrating differentiation or co-teaching practices into a teaching sequence, carrying out annual planning as a team, etc.) and activities involving the analysis of teaching practices.</p>
<p>Inline resources</p>	<p>Use of the Moodle platform is required from the start of the course (course code LFRA2002).</p>
<p>Bibliography</p>	<p>Une bibliographie sélective est mise à disposition via la plateforme Moodle.</p>
<p>Other infos</p>	<p>Students receive a selective bibliography. The course is also based on current French teaching programmes (secondary education, all types of education).</p>
<p>Faculty or entity in charge</p>	<p>ELAL</p>

Programmes containing this learning unit (UE)				
Program title	Acronym	Credits	Prerequisite	Learning outcomes
Master [120] of Education, Section 4 : French	FRAN2M4	5		
Master [60] of Education, Section 5 : French	FRAN2M5	5		